Educational Psychology Review

Volume 22 · Number 1 · March 2010

Special Issue Title: Computer-supported instructional communication. A multidisciplinary account of relevant factors
Guest Editors: Nikol Rummel and Nicole Krämer

COMMENTARY

Computer-Supported Instructional Communication: A Multidisciplinary Account of Relevant Factors
N. Rummel · N. Krämer **1**

REFLECTIONS ON THE FIELD

Using a Diagnosis-Based Approach to Individualize Instructional Explanations in Computer-Mediated Communication
J. Wittwer · M. Nückles · A. Renkl **9**

REVIEW ARTICLES

How to Foster Active Processing of Explanations in Instructional Communication
K. Berthold · A. Renkl **25**

Social Presence in Synchronous Virtual Learning Situations: The Role of Nonverbal Signals Displayed by Avatars
K. Allmendinger **41**

Digital Immersive Virtual Environments and Instructional Computing
J. Blascovich · A.C. Beall **57**

Personalizing e-Learning. The Social Effects of Pedagogical Agents
N.C. Krämer · G. Bente **71**

Using Intelligent Tutor Technology to Implement Adaptive Support for Student Collaboration
D. Diziol · E. Walker · N. Rummel · K.R. Koedinger **89**

Developing Adaptive Collaboration Support: The Example of an Effective Training for Collaborative Inferences
A. Deiglmayr · H. Spada **103**

Further articles can be found at www.springerlink.com

Abstracted/Indexed in: *Academic OneFile, Academic Search, Cengage, CSA/Proquest, Current Abstracts, Current Contents / Social & Behavioral Sciences, Educational Management Abstracts, Educational Research Abstracts Online (ERA), Educational Technology Abstracts, ERIC System Database, ERIH, Expanded Academic, Google Scholar, HW Wilson, Journal Citation Reports/Social Sciences Edition, Multicultural Education Abstracts, OCLC, PsycINFO, SCOPUS, Social Science Citation Index, Social SciSearch, Sociology of Education Abstracts, Special Education Needs Abstracts, Studies on Women & Gender Abstracts, Summon by Serial Solutions, Technical Education & Training Abstracts, TOC Premier*

Instructions for Authors for *Educ Psychol Rev* are available at www.springer.com/10648

Springer

Educational Psychology Review

Volume 22 · Number 2 · June 2010

Special Issue Title: Cognitive Load Theory: New Conceptualizations, Specifications, and Integrated Research Perspectives
Guest Editors: Fred Paas, Tamara van Gog and John Sweller

REVIEW ARTICLES

Cognitive Load Theory: New Conceptualizations, Specifications, and Integrated Research Perspectives
F. Paas · T. van Gog · J. Sweller **115**

Element Interactivity and Intrinsic, Extraneous, and Germane Cognitive Load
J. Sweller **123**

Making the Black Box of Collaborative Learning Transparent: Combining Process-Oriented and Cognitive Load Approaches
J. Janssen · F. Kirschner · G. Erkens · P.A. Kirschner · F. Paas **139**

Example-Based Learning: Integrating Cognitive and Social-Cognitive Research Perspectives
T. van Gog · N. Rummel **155**

REFLECTION ON THE FIELD

Facilitating Flexible Problem Solving: A Cognitive Load Perspective
S. Kalyuga · A. Renkl · F. Paas **175**

Further articles can be found at www.springerlink.com

Abstracted/Indexed in: *Academic OneFile, Academic Search, Cengage, CSA/Proquest, Current Abstracts, Current Contents / Social & Behavioral Sciences, Educational Management Abstracts, Educational Research Abstracts Online (ERA), Educational Technology Abstracts, ERIC System Database, ERIH, Expanded Academic, Google Scholar, HW Wilson, Journal Citation Reports/Social Sciences Edition, Multicultural Education Abstracts, OCLC, PsycINFO, SCOPUS, Social Science Citation Index, Social SciSearch, Sociology of Education Abstracts, Special Education Needs Abstracts, Studies on Women & Gender Abstracts, Summon by Serial Solutions, Technical Education & Training Abstracts, TOC Premier*

Instructions for Authors for *Educ Psychol Rev* are available at www.springer.com/10648

Springer

Educational Psychology Review

Volume 22 · Number 3 · September 2010

EDITORIAL

Editor's Note
D.H. Robinson **187**

REVIEW ARTICLES

Parental Expectations and Children's Academic Performance in Sociocultural Context
Y. Yamamoto · S.D. Holloway **189**

A Meta-analysis of the Effects of Computer Technology on School Students' Mathematics Learning
Q. Li · X. Ma **215**

Spatial Ability: Its Influence on Learning with Visualizations—a Meta-Analytic Review
T.N. Höffler **245**

Scaffolding in Teacher–Student Interaction: A Decade of Research
J. van de Pol · M. Volman · J. Beishuizen **271**

Emotional Competence and its Influences on Teaching and Learning
P.W. Garner **297**

Auditory Sensitivity, Speech Perception, and Reading Development and Impairment
J. Zhang · C. McBride-Chang **323**

Effectiveness on Mental Health of Psychological Debriefing for Crisis Intervention in Schools
Y. Wei · M. Szumilas · S. Kutcher **339**

RESEARCH INTO PRACTICE

The Social Side of School: Why Teachers Need Social Psychology
H. Gehlbach **349**

Further articles can be found at www.springerlink.com

Abstracted/Indexed in: *Academic OneFile, Academic Search, Cabell's, Cengage, CSA/Proquest, Current Abstracts, Current Contents / Social & Behavioral Sciences, EBSCO, Educational Management Abstracts, Educational Research Abstracts Online (ERA), Educational Technology Abstracts, ERIC System Database, ERIH, Expanded Academic, Google Scholar, HW Wilson, Journal Citation Reports/Social Sciences Edition, OCLC, PsycINFO, SCOPUS, Social Science Citation Index, Social SciSearch, Studies on Women & Gender Abstracts, Summon by Serial Solutions*

Instructions for Authors for *Educ Psychol Rev* are available at www.springer.com/10648

Springer

Educational Psychology Review

Volume 22 · Number 4 · December 2010

Special Issue Title: Cognitive Load Theory: Advances in Research on Worked Examples, Animations, and Cognitive Load Measurement
Guest Editors: Tamara van Gog, Fred Paas and John Sweller

EDITORIAL

Editor's Note: Remembering Roxana Moreno
D. Robinson **363**

REVIEW ARTICLES

Cognitive Load Theory: Advances in Research on Worked Examples, Animations, and Cognitive Load Measurement
T. van Gog · F. Paas · J. Sweller **375**

Accounting for Beneficial Effects of Worked Examples in Tutored Problem Solving
R.J.C.M. Salden · K.R. Koedinger · A. Renkl · V. Aleven · B.M. McLaren **379**

How Effective are Instructional Explanations in Example-Based Learning? A Meta-Analytic Review
J. Wittwer · A. Renkl **393**

A Theoretical Analysis of How Segmentation of Dynamic Visualizations Optimizes Students' Learning
I.A.E. Spanjers · T. van Gog · J.J.G. van Merriënboer **411**

Using Electroencephalography to Measure Cognitive Load
P. Antonenko · F. Paas · R. Grabner · T. van Gog **425**

Further articles can be found at www.springerlink.com

Abstracted/Indexed in: *Academic OneFile, Academic Search, Cabell's, Cengage, CSA/Proquest, Current Abstracts, Current Contents / Social & Behavioral Sciences, EBSCO, Educational Management Abstracts, Educational Research Abstracts Online (ERA), Educational Technology Abstracts, ERIC System Database, ERIH, Expanded Academic, Google Scholar, HW Wilson, Journal Citation Reports/Social Sciences Edition, OCLC, PsycINFO, SCOPUS, Social Science Citation Index, Social SciSearch, Studies on Women & Gender Abstracts, Summon by Serial Solutions*

Instructions for Authors for *Educ Psychol Rev* are available at www.springer.com/10648

Springer